



Delaware Teacher Growth and Development System Professional Learning RFP Pre-Bid Meeting

January 6, 2020



Delaware
Department of Education



Important Dates

The proposed schedule of events subject to the RFP is outlined below:

- Public Notice Date: **December 16, 2019**
- Voluntary Pre-bid Meeting Date: **January 6, 2020 at 1:00 PM** (Local Time)
- Deadline for Questions Date: **January 13, 2020**
- Response to Questions Posted by: Date: **January 17, 2020**
- Deadline for Receipt of Proposals Date: **January 27, 2020 at 2:00 PM** (Local Time)
- Estimated Notification of Award Date: **March/April 2020**



Overview

Over the past two years, the Delaware Department of Education (DDOE) led a collaborative process to redesign the teacher evaluation system. A steering committee has created a new rubric and subsequent process changes to ensure Delaware's statewide teacher evaluation system is one focused on professional growth and development. Delaware's teacher growth and development system provides educators with feedback that is designed to:

- Foster **professional growth** by providing educators with actionable feedback and opportunities to improve and refine their teaching and support their students' growth;
- Ensure that there are **quality educators** in every school building and classroom; and
- Continue to **help students grow and succeed** through targeted interventions and individualized educator professional development opportunities.



Overview

The state's teacher growth and development system was developed with significant input and feedback from teachers, administrators and other subject matter experts. In Delaware, we believe that educators want to know how they are performing in their classrooms and want to be engaged in ongoing discussions about what is working for their students (and what is not). Observations conducted by credentialed observers are designed to provide Delaware teachers with this feedback, continuously improving and working towards a school system in which all educators are getting the support they need to succeed and that they deserve as professionals.



Overview

The DDOE supports the implementation of a statewide teacher growth and development system across 19 school districts and 22 charter schools. Supports will be necessary for approximately 450 school leaders, 150 district leaders, and 9000 teachers. The state provides an online platform that is customized to the needs of the system. It is anticipated that a subset of the districts and schools will participate in a pilot during the 2020-2021 school year. Full implementation of the system is expected in the 2021-2022 school year.



New Rubric for Teacher Growth & Development System

The redesigned rubric for the new teacher growth and development system is based on 9 indicators across 3 performance areas.

- Performance Area 1: Learning Environment
- Performance Area 2: Engagement in Learning
- Performance Area 3: Maximizing Student Learning



Teacher Rubric Overview

Performance Area #1 Learning Environment: <i>To what extent does the classroom environment support all students to learn?</i>	Performance Area #2 Engagement in Learning: <i>To what extent does the instruction support and engage all students?</i>	Performance Area # 3 Maximizing Learning: <i>To what extent do all students retain and apply their learning?</i>
<ul style="list-style-type: none"> • Structures for Learning <ul style="list-style-type: none"> ○ Routines and procedures ○ Behavioral expectations ○ Monitoring student behavior ○ Instructional Time • Positive Classroom Climate <ul style="list-style-type: none"> ○ Interactions ○ Student attention ○ Ownership and responsibility ○ Student perseverance • Equitable Access <ul style="list-style-type: none"> ○ Expectations for learning and achievement ○ Participation ○ Classroom supports ○ Consideration of interests/perspectives 	<ul style="list-style-type: none"> • Objectives for Learning <ul style="list-style-type: none"> ○ Aligned, student-friendly ○ Clearly communicated and revisited ○ Criteria for Success ○ Understood by students • Presentation of Information <ul style="list-style-type: none"> ○ Sequencing, pacing ○ Aligned and relevant learning experiences ○ Use of explanatory devices ○ Activating and summarizing learning • Checks for Understanding and Feedback <ul style="list-style-type: none"> ○ Monitoring progress and making adjustments ○ Multiple options for demonstrating understanding ○ Teacher feedback to students ○ Student self-assessment ○ Opportunity to redo, relearn, and reassess 	<ul style="list-style-type: none"> • Rigorous Assignments <ul style="list-style-type: none"> ○ Alignment to objective, content, and learner ○ Cognitively challenging ○ Relevant and meaningful ○ Differentiated, supported ○ Application of content • Questioning and Discussion <ul style="list-style-type: none"> ○ Alignment to objective, content, and learner ○ Wait time and prompting with questions ○ Students support answers ○ Students generate questions ○ Class discussions • Academic Language and Vocabulary <ul style="list-style-type: none"> ○ Teachers models ○ Explicitly taught ○ Students use to explain and elaborate thinking



Services Requested

In the ongoing effort to support teacher professional growth, the DDOE seeks to engage with a proven partner(s) to provide (with a track record of outcomes/success), at minimum, the following four professional learning services:

1. Onboarding/Initial Training
2. Ongoing Training
3. Job-Embedded Coaching
4. Additional DPAS-II Tools and Resources

The result of this training, coaching, and professional learning support will result in improved instructional leadership, instructional practice, and ultimately student achievement.



Criteria for Selection

Criteria	Weight
Experience, Expertise, and Reputation - The qualifications and experience of the persons to be assigned to the project.	40%
Demonstrated Ability - Familiarity and experience creating and running similar projects, including the ability to perform the work in a timely manner, company oversight and on-going project support and maintenance.	40%
Capacity - prior project management of similar scope and content.	10%
Budget/Cost Effectiveness	10%
Total	100%



Complete Application Package

Six paper copies with one marked “original” with original signatures and two electronic copies on separate USB sticks:

- Transmittal Letter
- Vendor Technical Proposal
- Vendor Cost Proposal
- Non Collusion Agreement marked “original” and notarized (Attachment 2)
- Exception Form (Attachment 3)
- Confidentiality Form (Attachment 4)
- Business References (Attachment 5)
- If applicable, Subcontractor Information Form (Attachment 6)



Application Submission

- All properly sealed and marked applications are to be sent to DDOE and received no later than 2:00 PM (Local Time) on January 27, 2020.
- The applications may be delivered by Express Delivery (e.g., FedEx, UPS, etc.), US Mail, or by hand.



Application Submission

Deliver to:

Meaghan Brennan

Education Associate, Financial Reporting and Contracting

Delaware Department of Education

401 Federal St, Ste 2

Dover, DE 19901



RFP Designated Contact

Meaghan Brennan

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Questions?

